DOCUMENT RESUME

ED 193 443 CE 026 609

TITLE	Infusing Career Education for Handicapped through Total Systems Involvement. Performance Report. October 1, 1978-May 1, 1979.
INSTITUTION	Murray State Univ., Ky. Center for Innovation and Development.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH80383
PUB DATE	79
GRANT	6007802029
NOTE	67p.; For related documents see ED 163 226, ED 167 776, and ED 173 974.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Education; Change Strategies; *Disabilities; Elementary Secondary Education; Field Tests; Higher Education; Information Dissemination; Inservice Teacher Education; Preservice Teacher Education; *Program Development; *Program Effectiveness; Students; *Teacher Educator Education; Teaching Methods
IDENTIFIERS	Education Amendments 1974; Murray State University KY

ABSTRACT

Conferences, retreats, workshops, and pre- and inservice training programs on the infusion method of career education for the handicapped were conducted under a project designed (1) to develop and implement a field-based instructional model which includes training of university faculty in methods of career education and (2) to encourage the infusion of these learnings into existing and developing university preservice teacher education programs. Pre- and inservice educators were exposed to career education skills and knowledge through practical experience with children in a variety of educational settings. Project participants included 45 Murray State University faculty members from various departments plus 175 public school students and 38 Murray State students in Mini-University and Special Recreational Skills Development field test programs. Performance and process objectives were evaluated via a Discrepance Evaluation Model. Pre- and posttests and both informal and formal faculty and student participant behavior and attitude change assessments revealed high participant interest, motivation, and involvement levels and a favorable view of the project. Included among project dissemination activities are audience and/or conference presentations, publicity materials, informational materials, and such products as career education packets, newsletters, project models, lesson plans, guides, training manuals, video tapes, and slide presentations. (MN)

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PERFORMANCE REPORT

Murray State University
Center for Innovation and Development
Career Education/Handicapped Project

Infusing Career Education for Handicapped Through Total Systems Involvement

October 1, 1978 - May 1, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Developed under Grant 6007802029 from the Office of Career Education (DHEW/OE), Washington, D.C.

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Project Number:	554AH80383
Grant Number:	6007802029
Nature of Report:	Mid-Year
Project Title:	Infusing Career Education for the Handicapped Through Total Systems Involvement
Period Covered:	October 1, 1978 - May 1, 1979
Category:	Handicapped Populations
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ABSTRACT

The purpose of the 1978 project was to provide an effective model for the training and retraining of persons for conducting career education programs within institutions of higher education and local education agencies. U.S. Office of Career Education personnel have affirmed the uniqueness of project processes designed to facilitate faculty abilities to infuse career education for the handicapped into university-level curriculum. The project has been seen as a process for creating systemic change, impacting university-level curricula with the objective that university graduates so prepared will enhance career education opportunities for the handicapped in public schools.

Project activities have been designed: (1) to develop and implement a field-based instructional model which includes the training of university faculty in methods and techniques of career education education, and (2) to encourage the infusion of these learnings into existing and developing university programs. Pre- and in-service educators have been exposed to career education skills and knowledge through practical experience with children in a variety of educational settings.

The project primarily serves three subgroups: (1) 55 Murray State University faculty representing a number of departments on a university-wide basis, (2) 175 public school students through the Mini-University and Special Recreational Skills Development programs, and (3) 38 Murray State University students as active participants in the Mini-University and Special Recreational Skills Development field-test programs.

Both performance and process objectives are being evaluated via a Discrepancy Evaluation Model. Pre- and post-tests have been utilized where appropriate. Descriptive statistics have been used during most of the process. As this is the only USOE project designed to develop faculty skills in the area of Career Education for the Handicapped before working with students and public school personnel, many instruments and other evaluation processes have been locally developed.

Participant data have been collected regarding the quality of project processes. Informal and formal assessments of change in participant behavior and attitudes have been emphasized, whether such change has occurred among university faculty or university students.

CHAPTER I

MAJOR ACTIVITIES

This chapter describes in specific terms the major accomplishments under each objective during this report period.

Process Objective #1

By October 15, 1978, the Project Director and staff, in cooperation with the Dean of the College of Human Development and Learning, will choose participants from the FY 77 Career Education Project, along with the Project staff to form an institutional cadre as evidenced by the appointment memorandum on file in the Project Director's office.

Activity #1:

The Dean of the College of Human Development and Learning, Dr. Donald Hunter, in cooperation with the Career Education/Handicapped Project Director and staff chose faculty members of those involved in the previous project year (FY 77), for voluntary participation in a two-day workshop retreat. Faculty members choosing to participate in the workshop were requested to commit themselves as Career Education/Handicapped "Faculty Project Participants." They attended the Fall Faculty Conference with the intention of working in at least one of three project component areas designated for faculty involvement.

Process Objective #2

By October 30, 1978, the Project Director, in cooperation with the Dean of the College of Human Development and Learning, will invite Faculty Project Participants chosen as a function of Process Objective #1, to make a commitment to continued endeavors in Career Education for handicapped children through involvement in one of three Project components, these components being: further personal professional growth

endeavors (C.E. Self-Studies, using C.E. activities in class, and module development activities similar to those of the previcus year), assistance in faculty development (i.e., the initiation and education of faculty inside and outside of the College of Human Development and Learning to Career Education for handicapped children), and in-service to public school personnel. Attendance at the first faculty workshop was contingent upon this initial commitment to any one or combination of the three project activity components.

Activity #1

The Project Curriculum Infusion Specialists fully described project component areas to faculty before requesting a commitment. This was done during individual conferences held previous to the Fall Conference.

The three component areas described were:

1. Career Education Personal Professional Growth - Career Education self studies, using Career Education activities in class, and module development activities.
2. Assistance in Faculty Development - Initiation and education of faculty both inside and outside of the College of Human Development and Learning to Career Education for handicapped children.
3. Inservice for Public School Personnel - in Career Education for the Handicapped.

Process Objective #3

By October 30, 1978, the Project Director and the Project Staff will conduct a two-day orientation/training workshop with Faculty Project Participants to provide continued education and further prepare them to train other professionals in Career Education for the Handicapped as evidenced by the training agendas and training evaluations on file in the Project Director's office.

Activity #1

Fall 1978 Career Education/Handicapped Kick-Off Conference

Dates: October 18, and 19, 1978

One goal of the Career Education/Handicapped project was to develop a group of faculty who would be willing to take a leadership role in implementing career education activities in the 1978-1979 academic year. In order to accomplish this goal, a 24-hour retreat was held away from campus to work with this group. Participation was on a voluntary basis. The two primary objectives of the conference were to expose this group to the basic information they still required, and to initiate a shift to a systems-oriented process that would be required for them to function as a nucleus leadership group.

Nineteen faculty from those who had been involved in the FY 77 Project attended. The conference sessions included: an introduction by Dean Donald Hunter; a status report by Doris Helge; a presentation entitled "National State of the Art in Career Education as it Relates to MSU Infusion Goals and Activities," by Dr. Don Rye; a presentation entitled "Career Education Delivery System Needs and Legal Mandates in Kentucky," by Ms. Helen Burkeen; a presentation entitled, "The Need for Career Education for the Handicapped: Implications for MSU Faculty and Students of PL 94-142 and Concept of Least Restrictive Environment," by Angela Faherty; an examination of the content, process, and products involved in career education for the handicapped, done by the project staff; a session in which area school personnel had the opportunity to share their concerns with MSU faculty; and a look at the potential relationship of the Career Education/Handicapped project to other MSU programs.

The combined purposes of these sessions was to provide the general background information and processes necessary for these faculty to consider involvement with the 1978-1979 Inservice program and Assistance With Faculty Development program. These sessions led up to the possibility of a meaningful follow-up meeting during which faculty would be given the opportunity to define the exact nature of their involvement in the project.

Activity #2

A follow-up meeting was held in November, 1978, at which time faculty formally committed themselves to involvement in at least one of the project components. Lengthy discussions and thoughtful suggestions as to how to implement project objectives in each area provided a basis for later inservice and faculty development activities.

Process Objective #4

Career Education Field Resource Consultant will contact public school systems in the West Kentucky area to explain Project processes and objectives, and determine interest in project participation. The Field Resource Consultant will conduct initial Career Education Needs Assessment for interested public school personnel. All data will be analyzed via the MIS and results will be provided participating schools.

Activity #1

Career Education Needs Assessment Development: Dr. Maria Zachmanoglou, Curriculum Infusion Specialist; and Jan Roberson, Field Services Resource Consultant, developed a comprehensive Career Education/Handicapped Needs Assessment instrument for delivery to public school personnel. The instrument, The Murray State University Educational Service Questionnaire, is detailed in the dissemination section of this report.

Activity #2

Initiating contact with regional public school administrators: Field Services Resource Coordinator Jan Roberson established initial contact for the purpose of educating public school personnel to project objectives, and resources in the area of Career Education for the Handicapped. Initial meetings generally lasted one to two hours. They were as follows:

--October 4, 1978 - four hours in meeting with Assistant Superintendent James Guess and Supervisor Janet Higdon of the Henderson Public Schools.

--October 12, 1978 - one hour meeting with Ballard County school officials, Superintendent Bob Buchanan, and Supervisors Mary Stephens and Chester Anderson.

--October 15, 1978 - one hour meeting with Calloway County Supervisor Johnny Bohannon and Superintendent Dr. Jack Rose.

--October 20, 1978 - one and one half hour meeting with Dr. Ray McMullen (Coordinator of Student Development) at Fort Campbell Dependent Schools.

--November 21, 1978 - one hour meeting with Calloway County School Supervisor Johnny Bohannon.

--November 22, 1978 - one hour meeting with Dr. Ray McMullen of the Fort Campbell Dependent Schools.

As a result of these initial contacts, Fort Campbell Dependent Schools made a commitment to an in-depth series of workshops designed to educate staff in the area of Career Education for the Handicapped.

Activity #3

The previously described Career Education Needs Assessment was conducted following initial contacts. Fort Campbell Dependent Schools, and Henderson City School Special Education teachers participated in this needs assessment, as did Calloway County teachers.

Process Objective #5

Prior to the beginning of the second semester, the Faculty Project Participants committed to providing inservice to public school personnel in the area of Career Education for the Handicapped will participate in meetings for the purpose of building strategies for providing career education to public school personnel in areas of weakness designated by preliminary Career Education Needs Assessment. A series of Career Education workshops will be conducted to provide teachers, administrators, and guidance personnel expertise in infusion of career education for handicapped children.

Prior to actual delivery of inservice to the public schools, Project Faculty Participants were involved in a number of individual conferences with Field Service Resource Consultant Jan Roberson. These conferences were conducted in preparation for inservice delivery and to insure competency in Career Education for handicapped children.

In total, 22 workshops and individual conferences have made up the inservice project component to date. A core of faculty participants evolved in delivery of inservice. This core included: Dr. Charles May, Child Studies; Dr. Lewis Bossing, Elementary Education; Dr. Allan Beane, Special Education; and Dr. James Willis, Professional Studies. Inservice activities are as follows:

Activity #1

Turning Kids on to Career Education. Two 2½ hour sessions were delivered to teachers, administrators, and guidance personnel. Project participants Dr. Allan Beane and Dr. Lewis Bossing were aided in their presentations by Field Service Resource Consultant Jan Roberson. Eighteen elementary and 21 secondary teachers participated.

Activity #2

A Work-Study Visit and Experience Exchange took place on December 1, 1978. Janet Higdon, Coordinator of the Henderson City School Special

Education program visited the Murray City School Work-Study program and consulted with Wanda Gough, Program Director. Ms. Hidgon is responsible for the creation and ongoing direction of the Work-Study program in the Henderson City Schools.

Activity #3

December 6-7, 1978

Resource Consultant Jan Roberson visited seven schools in the Fort Campbell system, displaying a variety of career education materials and educating teachers, administrators, and guidance personnel in their use.

Activity #4

January 31, 1979

A workshop, Career Education in the Classroom, was given at the Fort Campbell Dependent Schools to a cadre of 14 teachers, administrators, and guidance personnel, including Ms. Frances Davis, a teacher at Smith Grove, Kentucky.

Activity #5

Fort Campbell Dependent Schools, Career Education seminar. Fifteen members of school staff participated in a seminar conducted by Consultant Marilyn Brown, a teacher at Lowes High School in Mayfield, Kentucky, with Bob Ruoff of the Kentucky State Department of Education.

Activity #6

Dr. Ralph Hausman, Assistant Professor of Special Education, held a workshop for the same cadre on sensitization to handicapping conditions.

Activity #7

Dr. Allan Beane followed up for Dr. Hausman with further discussion of sensitization to handicapping conditions and methods of working with the handicapped utilizing Career Education.

Activity #8

April 5, 1979

Dr. Lewis Bossing and Dr. Charles May conducted a final workshop for the Fort Campbell Dependent School Career Education cadre. The day was spent developing Career Education classroom modules.

Activity #9

Individual conferences have been conducted with members of the Fort Campbell Career Education cadre. Conferences have included the following MSU faculty: Jan Roberson, Faculty Service Resource Consultant, Career Education/Handicapped Project; Dr. Allan Beane, Assistant Professor of Special Education; Dr. Lewis Bossing, Department of Education; Dr. James Willis, Department of Professional Studies; Dr. Charles May, Chairman of Child Studies Department.

For their participation in workshops, conferences, etc., members of the Fort Campbell Educational Cadre were given university course credit in their areas of concentration; two in Elementary Education, two in Secondary Education, four in Guidance, three in Special Education, and one in Administration and Supervision.

Cadre members were chosen based on information gathered from the Career Education Needs Assessment, conducted at the outset of inservice activities.

Process Objective #6

Prior to the beginning of the second semester, the Faculty Project Participants, having committed to personal professional growth activities, will begin to infuse Career Education for the Handicapped child into their respective curricula as evidenced by lesson plans, course modules, video tapes, etc., on file in the Career Education office.

Faculty participating in Personal Professional Growth activities became involved in activities designed to infuse Career Education for the Handicapped into their individual curricula. The following activities fulfill Process Objective #6.

Activity #1

Ms. Evelyn Bradley, Associate Professor of Psychology, has utilized project resources in the form of consultations and actual team teaching in a number of her psychology classes. Dr. William M. O'Toole, Curriculum Infusion Specialist, team taught with Ms. Bradley. Ms. Bradley has been involved in the creation of a module as well.

Activity #2

Dr. Steven Shechtman, Department of Child Studies, has completed and submitted two modules. They are presently being reviewed for approval. Modules are entitled: "Introduction of the Kentucky Career Education Goals as a Tool for Teaching Handicapped and Non-Handicapped Children," and "Teaching Teachers to Individualize Educational Experiences for Integrated Curriculum Development."

Activity #3

Dr. Ralph Hausman, Department of Special Education, assisted by Curriculum Infusion Specialist Dr. William M. O'Toole, has collected materials pertaining to the role of staff in career education. Dr. Hausman is presently involved in the literature review and actual module development.

Activity #4

Dr. James Willis, Department of Professional Studies, has submitted a module for approval, "Implementing the Kentucky Career Education Mandate: Administration and Supervision."

Activity #5

Dr. Lewis Bossing developed a module, "Career Education in Elementary School Curricula: Rationale and Implementation." The module was designed to provide career education information and concepts to elementary school teachers and other educators. It includes consideration of the state of Kentucky mandate, rationale for Career Education in terms of curriculum courses, and the process of infusion of Career Education concepts.

Activity #6

Pauline Waggener developed a module to enable teachers of home economics to "reach" special needs students with the advent of mainstreaming. The module includes suggested strategies for working with special needs students in home economics and specific considerations for the home economics teacher according to specific handicapping conditions.

Process Objective #7

Two additional conferences or workshops are planned to aid the infusion of Career Education with public school teachers in Early Childhood Education and in Home Economics.

Activity #1

Early Childhood Conference

April 28, 1979

This conference was sponsored by Murray State University, the Western Kentucky Association for the Education of Young Children, and the Career Education/Handicapped project. Although the Career Education for the Handicapped project was responsible, to the greatest extent, for the financial support of the FY 78 Early Childhood Conference, it must be noted here that this conference was considered to be a direct outgrowth of the FY 79 conference for which Dr. William M.

O'Toole and the Career Education project staff, in combination with the Department of Childhood Studies, were fully responsible. Dr. Lewis Bossing and teacher Betty Gore conducted a session entitled "Career Education for Young Children."

Activity #2

A Home Economics conference pertaining to Motivation in Education, was held in the middle of June. Dr. Maria Zachmanoglou, Curriculum Infusion Specialist, aided Home Economics faculty in the implementation of this conference.

Process Objective #8

Prior to the beginning of the second semester, the Faculty Project Participants, having committed to the project component Assistance in Faculty Development, will begin to design and implement a series of workshops for the purpose of introducing members of colleges inside and outside the College of Human Development and Learning to concepts of Career Education and Career Education for the Handicapped child. Participation in such activities will be evidenced by materials disseminated as a function of workshops and logs of participation by individuals involved.

As a result of the Fall Faculty Conference and follow-up luncheon, a group of approximately three faculty participants committed themselves to the development and implementation of activities for the purpose of creating interest and involvement in Career Education for the Handicapped on the parts of new faculty within the College of Human Development and Learning and also outside their own college. This group of Faculty Participants chose to fulfill these objectives by designing two seminars for the purpose of inviting new faculty participation in these seminars. Faculty Project Participants, as an outgrowth of personal interests, divided into two groups--one choosing to create and implement a workshop for the purpose of educating faculty into the "World of Work," business and industrial perceptions of education and its role. The other group

chose to conduct a seminar to educate new faculty to the "World of Handicapism," sensitization to the handicapped, their liabilities and abilities.

Activity #1

The "World of Work Experience" was a professional development workshop designed and implemented by faculty participant Dr. Thomas Holcomb of the Department of Professional Studies and Dr. William M. O'Toole, of the project staff. The month of December, Dr. Holcomb and Dr. O'Toole used to investigate the feasibility of conducting such a seminar. Once a commitment to the seminar was made, Dr. Holcomb and Dr. O'Toole held a series of five or six in-depth meetings. These were used for planning the "World of Work Experience." Thirty-six new faculty were invited to participate in this experience, 30 of these being from colleges outside the College of Human Development and Learning. A letter accompanying the workshop agenda explained the Career Education/Handicapped project function and history to date. Participation in the "World of Work" served as a formal introduction to the project and invitation to continued project participation. The major objective of the experience was to encourage awareness of the World of Work by providing first-hand exposure to industrial sites and an opportunity for interaction between educators and key industrial personnel. Desired outcomes of this experience were for participants to formulate ideas and possible change in their curricula reflecting new input acquired during the "World of Work Experience." The experience consisted of four sessions:

Session I - March 19, 1979. Meeting for introduction to experience

Session II - Orientation visit to World of Work, March 23, 1979
Afternoon trip to local industries followed by discussion:
--visit to Merit Clothing Co., Mayfield, Kentucky
--visit to Ingersoll-Rand, Mayfield, Kentucky
--consultancy provided by Sam Ruth and Jerry Hall, of Arvin Industries, Princeton, Kentucky

Session III - Mini-tour to local industrial site of choice. Logs registering experiences were kept by participants. A total of eight new faculty were involved in the "World of Work Experience." All eight have expressed a desire to participate further in Career Education/Handicapped activities.

Session IV - consisted of 1½ hours to process and wrap up information on May 10, 1979. Faculty requested an additional meeting 1½ hours in length to further discuss their experience.

Activity #2

A "World of the Handicapped" experience is presently in the planning stages. Dr. Ralph Hausman, Department of Special Education, Dr. Glen Hendren, Rehabilitation, and Dr. Paul Lyons, of the College of Industry and Technology, aided by Dr. O'Toole, plan to conduct this experience later in the year.

Activity #3

Friday, March 30, 1979

In an attempt to involve new faculty in the project, Dr. William O'Toole conducted a Career Education seminar for student teachers. The seminar was designed to educate student teachers and their respective supervising faculty in Career Education infusion skills. Thirty students and four faculty participated in the seminar.

Process Objective #9A

By the beginning of the second semester, 1979, the Project Director and the Curriculum Infusion Specialists will conduct four intensive training sessions in infusing career education into programs for handicapped children with a non-academic orientation for the faculty and practicum students participating in the Center for Innovation and Development Special Recreational Skills Development Program as evidenced by workshop agendas, participation list, workshop evaluation report, etc., being on file in the Project Director's office.

Activity #1

Inservice Training Workshop for the Special Recreation Program.

Four workshops were conducted for 30 Murray State University students participating in the Special Recreational Skills Development Project. Murray State University students represented four departments: Special Education, Social Work, Rehabilitation, Recreation and Physical Education. Faculty from five departments provided the inservice training: Special Education, Recreation and Physical Education, Child Studies, Guidance and Counseling, and the Center for Innovation and Development. With Career Education being the theme of the sessions, the topics included: Description of the Program; What is Recreation; Goals and Objectives of Recreation for the Handicapped; Characteristics and Teaching Strategies; Motivation and Behavior Management; Safety; Principles of Motor-Perceptual Equipment; Family Involvement; Evaluation and Planning; and Simulation of Activities.

Process Objective #9B

During the Spring semester, 1979 (following the training sessions), the faculty and practicum students participating in the Special Recreational Skills Development Program will implement the Career Education/Handicapped Units (as developed in the training sessions) as evidenced by progress reports being developed by the faculty members and practicum students and submitted to the Project Director and the Curriculum Infusion Specialists.

Activity #1

Special Recreational Skills Development Program

Dates: February 28 - May 3, 1979

The Special Recreational Skills Development Program was designed to meet career education needs of public school students. Thirty Murray State University students comprised the staff of this project. An interdisciplinary team of two students worked together to assess needs and plan an individualized recreational program for each student. The interdisciplinary team concept allows students to work with a child and his parents

on a long-range, individualized basis. Students from varying curricula are encouraged to share their unique perspectives in planning and implementing these experiences most likely to further the emotional, social, physical, and intellectual growth of the special needs learner. Each university student team works with a public school student in one of six recreational skill areas. Each student moved through skill stations designed to facilitate the growth of the whole individual. University students assist public school students in relating each recreational station to career, social, emotional, and intellectual development. Program objectives are established to educate the university student to meet the career education goals of special needs learners. As professionals they learn to:

--utilize all possible resources in educating special needs learners.

--understand the role of leisure and recreational activities in developing the whole students.

--understand the needs and abilities of individuals with motor problems.

Process Objective #10

During the Spring Semester 1979 (following initial meeting), the faculty and practicum students participating in the Murray State University Mini-University Project will implement the Career Education/Handicapped objectives outlined in their course syllabi, as evidenced by progress reports being developed by faculty members and practicum students and submitted to the Project Director and by detailed lesson plans or instructional observations by the Project Director and the Curriculum Infusion Specialists.

Mini-University was an educational program which provided a variety of experiences for young students (elementary level) not typically available to them in their own school programs. On its most basic level, students enrolled in the Calloway County Public Schools came to Murray State University to take classes. These students signed up for courses which utilize

the expertise and interest of the university faculty and interested community members. By coming to the university, these young students are able to take advantage of university facilities and resources. By coming to the university, these youngsters are being exposed to an environment that many individuals never see until they go to college--a good learning experience in itself.

Mini-University was originally established during the 1976-1977 academic year, operated by the Center for Innovation and Development, and was again conducted during 1978 under the auspices of the Career Education/ Handicapped project. It was felt that Mini-University would be a good vehicle to allow faculty participating in the project to experiment with career education in Mini-University and to provide a field-based "career education" experience for their own students. It was believed that the addition of this aspect would help to strengthen the program. Not only would the original aims be met, but an exciting new dimension would be included. Each instructor was asked, if possible, to infuse some aspect of career education as defined by the Kentucky Career Education Act.

Courses focus on both specialized areas of knowledge (economics, crafts, cooking, etc.) and self-awareness/affective areas. By offering such courses, it is assumed that the student is opening up new areas of interest and skills or enhancing those areas which already provide some satisfaction. Within these classes, an emphasis is placed upon meeting the unique needs of each learner. Each instructor strives to provide the maximal learning conditions for these young students. Those classes actually conducted during the 1979 program were: Economics, Dan Harrison; Cooking, Sally DuFord; Indian Folklore, David Foley; Racquetball, Tom

McKnight; The Law and How It Works, Steve West; Drama, Richard Valentine; Crafts, Burna Schroeder; Understanding Handicapped Individuals, Ralph Hausman; Career Awareness, Allan Beane; Nature Observation, Alfred Woldson; and West Kentucky History, Judy Maupin.

One hundred sixty fourth and fifth grade students from the Calloway County Schools participated on four Saturday mornings during March and April.

Process Objective #11

By March 15, 1979, the Management Information System will be updated with information regarding FY 1978 project participant needs and will be modified to include needs identified by field-based practitioners as evidenced by dated printout of MIS file in Project Director's office.

By December, 1979, the Management Information System was fully updated relative to faculty expertise and availability.

Needs assessment, via the MSU Educational Service Questionnaire, was conducted in order to log field needs into the current data bank. Data received as a part of this assessment has not been fully analyzed to date.

The Fort Campbell Career Education Cadre was chosen by their school administrators based on data which resulted from this assessment.

Process Objective #12

In June, 1979, the Project Director, in cooperation with the Project Evaluator, will develop a mid-year evaluation report as evidenced by the report being forwarded to the Project Officer.

Process Objective #13

By December 30, 1979, the Project Director, in cooperation with the Project Evaluator, will develop a terminal evaluation report, as evidenced by the report being forwarded to the Project Officer.

Process Objective #14

By August 1, 1979, the members of the Career Education Project Staff will have compiled and begun to disseminate a Users-Adopters Manual for the purpose of providing institutions of higher education information concerning the methods and processes utilized at Murray State University in providing Career Education for Handicapped children. A copy of the Users-Adopters Manual is on file in the Project Director's office.

Process Objective #15

The month following completion and dissemination of the Users-Adopters Manual were used to collect reader response from a number of select special educators and Career Education specialists regarding processes detailed in the Manual. This publication is advertised in the Education Daily and the Education of the Handicapped.

CHAPTER II

PROJECT PARTICIPANTS

Introduction

The following chapter is divided into four parts: (1) University faculty; (2) public school faculty; (3) Murray State University students; and (4) external resource consultants. Participants from each of these divisions played an important part in making a successful year for the Career Education/Handicapped Project. The four sections are a listing of all persons involved in the project, their location, and their positions.

The section on University faculty is divided into project participants and activity participants in order to show the differing degrees of involvement on the part of university faculty. Project participants are those faculty from the College of Human Development and Learning initially identified as target professionals towards whom the main focus of the project was directed. Activity participants are university-wide faculty members who have had some degree of participation in project activities.

The second section of the chapter is devoted to public school faculty. It is divided into project participants and activity participants. Project participants were involved to a greater extent as they developed modules during workshops conducted by the project staff. Activity participants attended workshops which were conducted by the project staff. Murray State University students who were involved are

listed in the next section by total number from each department and area of involvement. External Resource Consultants comprise the last section and are those who made presentations and who served in a consulting capacity.

I. Murray State University Faculty

A. Project Participants

A select group of MSU faculty who were identified for participation in the project. These participants were the focal point of the project, but also may have been involved in other related activities.

1. Allan Beane - Department of Special Education, Assistant Professor
2. Lewis Bossing - Department of Instruction and Learning, Associate Professor, Elementary Education Coordinator
3. Evelyn Bradley - Department of Psychology, Associate Professor
4. James Carlin - Department of Special Education, Professor
5. Ann Carr - Department of Child Studies, Assistant Professor
6. Alberta Chapman - Department of Administration and Business Education, Professor
7. George Cheponis - Department of Professional Studies, Assistant Professor
8. Hazel Cowin - Department of Mathematics, Assistant Professor
9. John Devine - Department of Accounting and Finance, Professor
10. Frank Fitch - Department of Instruction and Learning, Assistant Professor
11. Ralph Hausman - Department of Special Education, Associate Professor
12. Glen Hendren - Department of Professional Studies, Assistant Professor, Coordinator of Rehabilitation

13. Thomas Holcomb - Department of Professional Studies, Chairman, Professor

14. Barbara Keel - Peabody University Intern in Higher Education

15. Alice Koenecke - Department of Home Economics, Professor, Chairman

16. A.C. Krazin - Department of Administration and Business Education, Assistant Professor

17. Paul Lyons - Department of Industrial Education, Chairman and Associate Professor

18. Bobby Malone - Department of Instruction and Learning, Associate Professor

19. Charles May - Department of Child Studies, Chairman, Associate Professor

20. Thomas McKnight - Department of Special Education, Assistant Professor

21. Paul Nabrezney - Counseling and Testing Center

22. Garth Petrie - Department of Instruction and Learning, Associate Professor

23. Pete Ryan - Department of Professional Studies, Director of Administration and Supervision, Professor

24. Steve Shechtman - Department of Child Studies, Assistant Professor

25. Chad Stewart - Department of Recreation & Physical Education, Professor, Chairman

26. Jim Stickler - Department of Art, Assistant Professor

27. John Taylor - Department of Instruction and Learning, Chairman, Professor

28. Charles Tolley - Department of Professional Studies, Associate Professor

29. Pauline Waggener - Department of Home Economics, Associate Professor

30. James Willis - Department of Professional Studies, Associate Professor

B. Activity Participants

Murray State University faculty who were not members of the select group, but who were involved in activities related to the project.

1. Bill Burnley - Department of Physics and Computer Science, Assistant Professor
2. Lochie Christopher - Center for Innovation and Development
3. Tom Damron - Department of Recreation and Physical Education, Assistant Professor
4. Sally DuFord - Department of Home Economics, Assistant Professor
5. Dan Harrison - Department of Economics, Assistant Professor
6. Richard Jackson - Department of Art, Associate Professor
7. Lowell Latto - Department of Professional Studies, Assistant Professor
8. John Merbler - Department of Special Education, Assistant Professor
9. James Stickler - Department of Art, Assistant Professor
10. Steve West - Department of Marketing and Business Administration, Instructor

C. World of Work Participants

1. Alberta Chapman - Department of Administration and Business Education, Professor
2. Hazel Cowin - Department of Mathematics, Assistant Professor
3. John Devine - Department of Accounting and Finance, Professor
4. A.C. Krazin - Department of Administration and Business Education, Assistant Professor
5. Paul Nabrezney - Counseling and Testing Center
6. Jim Stickler - Department of Art, Assistant Professor

II Public School Faculty 23

A. Project Participants

Public school personnel who attended intense sessions to develop expertise in Career Education curricula to serve as a catalyst in their schools. They all developed career education modules to be used in their classrooms.

1. Martha Allensworth - Fort Campbell, secondary counselor
2. Regina Azzerra - Fort Campbell, elementary counselor
3. Rita Chaney - Fort Campbell, secondary teacher
4. Carolyn Dove - Fort Campbell, assistant principal
5. Wanda Gough - Murray High School, work-study coordinator
6. Janet Higdon - Henderson School, Special Education coordinator
7. Georgia Hillerman - Fort Campbell, elementary teacher
8. Pat Hobitz - Fort Campbell, elementary teacher
9. Judy Jobe - Fort Campbell, middle school teacher
10. Elinor Martin - Fort Campbell, secondary teacher
11. Sue Miller - Fort Campbell, elementary teacher
12. Regina Parham - Fort Campbell, middle school counselor
13. Brenda Scott - Fort Campbell, kindergarten teacher
14. Linda Tomora - Madisonville work-study coordinator

B. Activity Participants

Public school personnel who attended conferences which were coordinated through the Career Education project

1. Early Childhood Conference - 95 teachers from seven school districts

III. Murray State University Students

A. Special Recreational Skills Development - 32 students, 30 from Special Education and two from Recreation and Physical Education

B. Mini-University - 15 students, 7 from Special Education, 7 from Home Economics, and one from Physical Education

IV. External Resource Consultants

A. Made Presentations

1. Dorothy Alexander - State Department of Education, Coordinator of Career Education, Frankfort, KY

2. Judy Bale - Mayfield School System, elementary teacher, Mayfield, KY

3. Carol Barrett - Calloway County Humane Society, Murray, KY

4. Ben Helen Burkeen - Trigg County Schools, elementary counselor, Cadiz, KY

5. Francis Davis - Bowling Green Schools, elementary teacher, Bowling Green, KY

6. Angela Faherty - University of Missouri, Project PRICE, Columbia, Missouri

7. David Foley - Calloway County Schools, elementary teacher, Murray, KY

8. Norma Frank - Murray City Schools, physical education teacher, Murray, KY

9. Betty Gore - Calloway County Schools, kindergarten teacher, Murray, KY

10. Wanda Gough - Murray City Schools, secondary teacher, Murray, KY

11. Joyce Munro - President, Kentucky AEYC, Louisville, KY

12. Martha Price - Henry County Schools, Cordinator of Special Education, Paris, Tennessee

13. Bonnie Raspberry - Business owner, Murray, KY

14. Robert Rouff - Area Consultant, State Department of Education, Paducah, KY

15. Dr. Donald Rye - Director of Project CELIT, University of Arkansas, Fayetteville, Arkansas

16. Dr. Walter Sanders - Professor of Education, Indiana State University, Terre Haute, IN

17. Sue Smith - Reidland High School, McCracken County Schools, elementary teacher, Reidland, KY

CHAPTER III

EVALUATION

To evaluate the Career Education/Handicapped program, each process objective is stated. Then the evaluation is presented and discussed. In some instances, more than one objective is stated.

Process Objective #1

By October 15, 1978, the Project Director and staff, in cooperation with the Dean of the College of Human Development and Learning, will choose participants from the FY 1977 Career Education project along with the Project staff to form an institutional cadre as evidenced by the appointment memorandum on file in the Project Director's office.

Process Objective #2

By October 30, 1978, the Project Director, in cooperation with the Dean of the College of Human Development and Learning, will invite Faculty Project Participants chosen as a function of Process Objective #1, to make a commitment to continued endeavors in Career Education for Handicapped children through involvement in one of three project components, these components being: further personal professional growth endeavors such as the C.E. Self-Studies, using C.E. activities in class, and module development activities similar to those of the previous year; assistance in faculty development (i.e., the initiation and education of faculty inside and outside of the College of Human Development and Learning to Career Education for Handicapped children); and in-service to public school personnel. Attendance at the first faculty workshop was to be contingent upon this initial commitment to any one or combination of the three project activity components.

These two process objectives were completed by appropriate activities. These activities are evaluated empirically from the data in the Project Director's office with some included in the Appendix of this report. This empirical data includes clusters of faculty objectives, resource

materials developed by faculty and faculty developed infusion modules. (See Chapter I for a chronological and anecdotal presentation of these activities.)

Process Objective #3

By October 30, 1978, the Project Director and the Project staff will conduct a two-day orientation/training workshop with Faculty Project Participants to provide continued education and further prepare them to train other professionals in Career Education for the Handicapped as evidenced by the training agendas and training evaluations on file in the Project Director's office.

Performance Objective #1 - By the end of the two-day orientation/training workshop, each Faculty Project Participant will demonstrate knowledge of the skills and concepts for infusing Career Education for the Handicapped and commitment to one of three design areas designated for project participation evidenced by letters of agreement and performance plan.

To evaluate the effectiveness of the October conference, a pre-post test was administered to determine what changes the conference may have brought about both in knowledge of the participants about Career Education/Handicapped and in attitudes of the participants as related to Career Education for the Handicapped.

The test for knowledge consisted of 25 questions about Career Education/Handicapped with content validity determined by experts. The test for attitude was 15 attitude statements about Career Education with an opportunity for the participants to express the degree of their agreement or lack of agreement about each statement.

The October conference was comprised of 19 faculty participants. Career Education program staff, conference presenters and visitors made an additional 17 persons at differing times. The pre-post test was administered to the 19 faculty participants only. Of the 19 faculty participants, it was determined that 17 had participated in the complete conference program and had taken both the pretest and the post-test. Therefore the N for

the results is 17 and not 19. The results are presented in the following tables:

TABLE 1

October 1978 Career Education Conference - Evaluation

	Pre-Test	Post-Test	t
Mean	13.76	16.94	2.29*
Standard Deviation	4.35	3.44	
Range	5-20	8-22	

* Significant at .05p

TABLE 2

October 1978 Career Education Conference - Evaluation

	Pre-Test	Post-Test	t
Mean	42.94	58.17	3.81*
Standard Deviation	15.29	4.8	
Range	31-60	47-65	

*Significant at .01p

The t-score for both the knowledge tests and the attitude tests demonstrated a significant positive change in the participants. However, another important factor in determining the conference effectiveness is the significant movement of variance. The low variance (SD) in the post-

test as compared to the pretest can be interpreted to mean a movement toward consensus among the participants as to both the meaning of Career Education and as to attitude about the purpose and implementation of Career Education.

The closeted and totality aspects of the conference (participants were fed and housed at the conference site and required to attend the complete conference) leaves no room for doubt that the measured changes within the participants were caused by the conference. Extraneous variables can be discounted.

The significant results of the conference are evident and are explained by the intense planning sessions of the staff because they wished to improve a previous conference held the year before.

Process Objective #4

Career Education Field Resource Consultant will contact public school systems in the West Kentucky area to explain project processes and objectives, and determine interest in project participation. Field Resource Consultant will conduct initial Career Education Needs Assessment for interested public school personnel. All data will be analyzed via computer and results will be provided participating schools.

Process Objective #5

Prior to the beginning of the second semester, the Faculty Project Participants committed to providing in-service to public school personnel in the area of Career Education for the handicapped child will participate in meetings for the purpose of building strategies for providing Career Education to public school personnel in areas of weakness designated by preliminary Career Education Needs Assessment. A series of Career Education workshops will be conducted to provide teachers, administrators, and guidance personnel expertise in infusion of Career Education for handicapped children.

Process Objectives #4 and Process Objective #5 concern a needs assessment and subsequent inservice to address the needs evidenced by the assessment.

The complete program of a needs assessment and subsequent in-service was with one district only, although parts of the program in Objectives #4 and #5 were done with various other districts.

Table 3 shows the responses to the needs assessment before the in-service and then after the in-service.

TABLE 3

Pre and Post Needs Assessment

	Pre Inservice	Post Inservice
Strong and Moderate Needs Indicated	202	197
Needs Being Met to Some Extent	174	223
Needs Not Being Met	90	36

N = 49

This table shows a positive report of needs improvement after the in-service workshops.

Four in-service workshops were conducted between November 1978 and March 1979 by Murray State University faculty. These workshops were evaluated by conferees as to quality. The results of the evaluation of each workshop was combined to make a total quality evaluation for the four workshops. See Quality Check Form, below. The results are presented in Table 4.

QUALITY CHECK FORM

Staff Development Workshop

DIRECTIONS: Read each item carefully and give your honest reactions to the mentioned concept. Please check <u>one</u> of the possible responses given for each item

High 5 4 3 2 1 Low

1. The program objectives were: _____
2. I feel the program objectives were obtained. _____
3. The overall quality of this program was: _____
4. The number of topics presented during this program was: _____
5. The presentations and activities of this program were: _____
6. The material presented during this program was: _____
7. Participant involvement during this program was: _____
8. The program climate promoted freedom of expression. _____
9. My expectations for this program were: _____
10. Interaction between the program staff and myself was: _____
11. I feel I will utilize the material presented in this program. _____
12. I would recommend this program to others. _____

TABLE 4

Participants' Responses by Item to the Workshop Evaluation Instrument

Item	5	4	3	2	1	Average
1	32	16	6	4	2	4.20
2	26	16	6	8		3.80
3	22	20	12	6	4	3.73
4	24	16	16	6	6	3.86
5	28	20	12	2		4.00
6	28	12	12	2	6	3.86
7	32	16	16			4.53
8	26	12	12	6	8	3.98
9	27	20	6	6		4.83
10	22	14	14	6	2	3.73
11	26	16	6	4	4	3.73
12	26	16	12	6	8	4.13

The averages of Table 4 demonstrate the overall objectives of the four workshops were met.

Process Objective #6

Prior to the beginning of the second semester, the Faculty Project Participants having committed to Personal Professional Growth activities will begin to infuse Career Education for the Handicapped child into their respective curricula as evidenced by lesson plans, course modules, video tapes, etc., on file in the Career Education office.

This objective was completed with nine activities. The first seven activities are evaluated empirically from data in the Project Director's office with some included in the Appendix of this report.

Process Objective #7

Two additional conferences or workshops are planned to aid the infusion of Career Education with public school teachers in Early Childhood Education and in Home Economics.

Activity #1, The Early Childhood Conference, consisted of eight workshops. There were 107 participants with most being inservice professionals in early childhood education from regional area schools, and the rest preservice professionals (students) at Murray State University.

Each workshop was evaluated by a quality check form. The results follow.

Many comments were made on the evaluation sheets, most of which were positive in nature. These were too numerous to be included in this report.

EVALUATION OF SESSION

Circle the workshop topic for this session: Make it-Take it; Music; Art; Special Education; Career Education; Creative Dramatics, Physical Education, or Moral Education.

DIRECTIONS: Read each item carefully and give your honest reactions to the mentioned concepts. Please check one of the possible responses given for each item.

THIS SESSION WAS:

1. 25 excellent; 4 good; ____ average; ____ fair; ____ poor; ____ not applicable in discussing appropriate teaching techniques for use with my children.

2. 25 excellent; 4 good; ____ average; ____ fair; ____ poor; ____ not applicable in identifying appropriate learning activities for use with my students.

3. 17 excellent; 11 good; 1 average; ____ fair; ____ poor; ____ not applicable in discussing ways to provide a learning atmosphere in my class.

4. 25 excellent; 4 good; ____ average; ____ fair; ____ poor; ____ not applicable in identifying ways to provide for the unique needs of my students.

AS A RESULT OF THIS SESSION:

5. I have acquired 27 much; 2 some; ____ little; ____ no knowledge that I will attempt to apply to my own classes.

6. I have developed 25 much; 4 some; ____ little; ____ no interest in improving my present level of knowledge regarding this topic.

THIS SESSION WAS:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Relevant	25	4			
9. Clear	25	4			
10. Practical	26	3			
11. Interesting	26	3			
12. Excellent	27	2			

COMMENTS:

EVALUATION OF SESSION

Circle the workshop topic for this session: Make it-Take it; Music; Art; Special Education, Career Education, Creative Dramatics, Physical Education; or Moral Education.

DIRECTIONS: Read each item carefully and give your honest reactions to the mentioned concept. Please check one of the possible responses given for each item.

THIS SESSION WAS:

1. 14 excellent; 9 good; ____ average; ____ fair; ____ poor: ____ not applicable in discussing appropriate teaching techniques for use with my children.

2. 14 excellent; 7 good; 1 average; ____ fair; ____ poor; ____ not applicable in identifying appropriate learning activities for use with my students.

3. 14 excellent; 9 good; ____ average; ____ fair; ____ poor; ____ not applicable in discussing ways to provide a learning atmosphere in my class.

4. 12 excellent; 10 good; 1 average; ____ fair; ____ poor; ____ not applicable in identifying ways to provide for the unique needs of my students.

AS A RESULT OF THIS SESSION:

5. I have acquired 14 much; 9 some; 1 little; ____ no knowledge

6. I have developed 18 much; 6 some; ____ little; ____ no interest in improving my present level of knowledge regarding this topic.

THIS SESSION WAS:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Relevant	17	4	1		
9. Clear	15	8			
10. Practical	16	7	1		
11. Interesting	13	9	2		
12. Excellent	12	10	2		

Comments:

EVALUATION OF SESSION

Circle the workshop topic for this session: Make it-Take it; Music; Art; Special Education, Career Education; Creative Dramatics; Physical Education; or Moral Education.

DIRECTIONS: Read each item carefully and give your honest reactions to the mentioned concept. Please check one of the possible responses given for each item.

THIS SESSION WAS:

1. 11 excellent; 4 good; 2 average; 3 fair; 4 poor; ____ not applicable in discussing appropriate teaching techniques for use with my children.

2. 9 excellent; 5 good; 3 average; 3 fair; 4 poor; ____ not applicable in identifying appropriate learning activities for use with my students.

3. 10 excellent; 4 good; 3 average; 4 fair: 3 poor; ____ not applicable in discussing ways to provide a learning atmosphere in my class.

4. 10 excellent; 2 good; 4 average; 4 fair; 3 poor; ____ not applicable in identifying ways to provide for the unique needs of my students.

AS A RESULT OF THIS SESSION:

5. I have acquired 8 much; 4 some; 1 little; 4 no knowledge that I will attempt to apply to my own classes.

6. I have developed 11 much; 5 some; 1 little; 5 no interest in improving my present level of knowledge regarding this topic.

THIS SESSION WAS:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Relevant	13	6	3		3
9. Clear	12	7	1	1	2
10. Practical	12	4	3		3
11. Interesting	12	5	2	1	2
12. Excellent	13	3	2		3

COMMENTS:

EVALUATION OF SESSION

Circle the workshop topic for this session: Make it-Take it; Music; Art; Special Education; Career Education; Creative Dramatics; Physical Education; or Moral Education.

THIS SESSION WAS:

1. ____excellent; 4 good; ____average; 2 fair; 1 poor; 1 not applicable in discussing appropriate teaching techniques for use with my children.

2. ____excellent; 1 good; 2 average; 3 fair; 1 poor; ____not applicable in identifying appropriate learning activities for use with my students.

3. ____excellent; 1 good; 3 average; 1 fair; 2 poor; 1 not applicable in discussing ways to provide a learning atmosphere in my class.

4. ____excellent; 2 good; 2 average; 2 fair; 1 poor; 1 not applicable in identifying ways to provide for the unique needs of my students.

AS A RESULT OF THIS SESSION:

5. I have acquired ____much; 3 some; 2 little; 2 no knowledge that I will attempt to apply to my own classes.

6. I have developed ____much; 8 some; 1 little; 2 no interest in improving my present level of knowledge regarding this topic.

THIS SESSION WAS

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Relevant	____	4	2	2	____
9. Clear	____	6	1	1	____
10. Practical	____	3	2	3	____
11. Excellent	____	4	1	3	____

COMMENTS:

EVALUATION OF SESSION

Circle the workshop topic for this session: Make it-Take it; Music; Art; Special Education; Career Education; Creative Dramatics; Physical Education; or Moral Education.

DIRECTIONS: Read each item carefully and give your honest reactions to the mentioned concept. Please check one of the possible responses given for each item.

THIS SESSION WAS:

1. 3 excellent; 4 good; 2 average; ____ fair; ____ poor; ____ not applicable in discussing appropriate teaching techniques for use with my children.

2. 8 excellent; 4 good; 2 average; ____ fair; ____ poor; ____ not applicable in identifying appropriate learning activities for use with my students.

3. 8 excellent; 4 good; 2 average; ____ fair; ____ poor; ____ not applicable in discussing ways to provide a learning atmosphere in my class.

4. 3 excellent; 5 good; 2 average; ____ fair; ____ poor; ____ not applicable in identifying ways to provide for the unique needs of my students.

AS A RESULT OF THIS SESSION:

5. I have acquired 2 much; 4 some; 1 little; 1 no knowledge that I will attempt to apply to my own classes.

6. I have developed 2 much; 5 some; ____ little; 1 no interest in improving my present level of knowledge regarding this topic.

THIS SESSION WAS:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Relevant	7	2	____	____	____
9. Clear	7	2	____	____	____
10. Practical	7	2	____	____	____
11. Interesting	7	2	____	____	____
12. Excellent	7	2	____	____	____

COMMENTS:

EVALUATION OF SESSION

Circle the workshop topic for this session: Make it-Take it; Music; Art; Special Education; Career Education; Creative Dramatics; Physical Education; or Moral Education.

DIRECTIONS: Read each item carefully and give your honest reaction to the mentioned concept. Please check one of the possible responses given for each item.

THIS SESSION WAS:

1. 8 excellent; 8 good; 1 average; 2 fair; ____ poor; ____ not applicable in discussing appropriate teaching techniques for use with my children.

2. 6 excellent; 11 good; ____ average; 1 fair; 1 poor; ____ not applicable in identifying appropriate learning activities for use with my students.

3. 7 excellent; 8 good; ____ average; 1 fair; 1 poor; ____ not applicable in discussing ways to provide a learning atmosphere in my class.

4. 5 excellent; 10 good; 1 average; 1 fair; 1 poor; 1 not applicable in identifying ways to provide for the unique needs of my students.

AS A RESULT OF THIS SESSION:

5. I have acquired 9 much; 7 some; 1 little; 1 no knowledge that I will attempt to apply to my own classes.

6. I have developed 12 much; 4 some; 2 little; 1 no interest in improving my present level of knowledge regarding this topic.

THIS SESSION WAS:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Relevant	12	5	____	____	____
9. Clear	12	5	____	____	____
10. Practical	12	5	____	____	____
11. Interesting	10	4	1	____	____
12. Excellent	10	5	1	1	____

COMMENTS:

EVALUATION OF SESSION

Circle the workshop topic for this session: Make it-Take it, Music, Art, Special Education, Career Education, Creative Dramatics, Physical Education, or Moral Education.

DIRECTIONS: Read each item carefully and give your honest reactions to the mentioned concept. Please check one of the possible responses given for each item.

THIS SESSION WAS:

1. 16 excellent; 5 good; 1 average; ____ fair; ____ poor; ____ not applicable in discussing appropriate teaching techniques for use with my children.

2. 16 excellent; 4 good; 2 average; ____ fair; ____ poor; ____ not applicable in identifying appropriate learning activities for use with my students.

3. 16 excellent; 5 good; 2 average; ____ fair; ____ poor; ____ not applicable in discussing ways to provide a learning atmosphere in my class.

4. 15 excellent; 5 good; 2 average; ____ fair; ____ poor; ____ not applicable in identifying ways to provide for the unique needs of my students.

AS A RESULT OF THIS SESSION:

5. I have acquired 20 much; 1 some; 2 little; ____ no; knowledge that I will attempt to apply to my own classes.

6. I have developed 18 much; 1 some; 2 little; ____ no; interest in improving my present level of knowledge regarding this topic.

THIS SESSION WAS:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Relevant	18	3			
9. Clear	15	5			
10. Practical	16	4			
11. Interesting	17	3			
12. Excellent	16	4			

COMMENTS:

EVALUATION OF SESSION

Circle the workshop topic for this session: Make it-Take it; Music; Art; Special Education, Career Education, Creative Dramatics, Physical Education, or Moral Education.

DIRECTIONS: Read each item carefully and give your honest reactions to the mentioned concept. Please check one of the possible responses given for each item.

THIS SESSION WAS:

1. 4 excellent; 5 good; 1 average; 1 fair; ____ poor; ____ not applicable in discussing appropriate teaching techniques for use with my children.

2. 4 excellent; 4 good; 3 average; ____ fair; ____ poor; ____ not applicable in identifying appropriate learning activities for use with my students.

3. 5 excellent; 3 good; 2 average; ____ fair; ____ poor; ____ not applicable in discussing ways to provide a learning atmosphere in my class.

4. 5 excellent; 4 good; 2 average; ____ fair; ____ poor; ____ not applicable in identifying ways to provide for the unique needs of my students.

AS A RESULT OF THIS SESSION:

5. I have acquired 6 much; 4 some; 1 little; ____ no knowledge that I will attempt to apply to my own classes.

6. I have developed 3 much; 6 some; ____ little; ____ no interest in improving my present level of knowledge regarding this topic.

THIS SESSION WAS:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. Relevant	6	5	1	____	____
9. Clear	6	4	1	____	____
10. Practical	7	3	1	____	____
11. Interesting	7	4	____	____	____
12. Excellent	7	3	1	____	____

COMMENTS:

An evaluation for Activity 2, the Home Economics Conference, consist of a quality check form. The conference had 35 participants. The reported results follow.

VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PARTICIPANT SURVEY

Statement	Strongly Agree	Agree	Un-decided	Dis-Agree	Strongly Disagree
1. The purposes of the activity were clear to me.	20	14	1		
2. The objectives of this activity were not realistic	1			13	20
3. Specific purposes made it easy to work efficiently.	14	20	1		
4. The participants accepted the purposes of this activity.	21	14			
5. The objectives of this activity were not the same as my objectives.	1	2		17	15
6. I didn't learn anything new.				14	21
7. The outcome of this activity was valuable to me.	21	13		1	
8. The activity did not meet my needs.			1	18	15
9. We did not relate theory to practice.			1	17	17
10. The schedule was too fixed.			1	20	13
11. The group discussions were excellent.	15	13	1		3

First, the request from participants to add the extra session was most unexpected. The project was designed to require a minimum time involvement from faculty because of the problem of diminishing returns as more time involvement is required. Therefore, when faculty themselves wanted additional involvement, especially during final examination week, it was taken as a sign of their interest and satisfaction with the experience. Second, as part of the project, faculty were encouraged to keep a log of their experience. For this they were usually paid a minimal stipend. In the past, only about one out of ten of the eligible faculty have done so. Because this was an activity sponsored by the project, the offer for a stipend for any completed logs was in effect. Unlike the logs for project use, these were intended to facilitate discussion, and because of this were quite a bit more extensive in format and consisted of seven pages of questions participants were to respond to. Six of the eight faculty made use of the logs and submitted them to the project.

Throughout the project participants remained highly interested, motivated and involved. They wanted to learn more about the world of work. They viewed the world of work as an opportunity to enhance their own professional development and were successful in this venture.

The evaluation form used for World of Work participants follows on the next page of this report.

WORLD OF WORK EVALUATION

How would you rate the World of Work sessions as a learning experience for yourself?

1	2	3	4	5
Poor		Good		Excellent

Would you be willing to participate in this kind of experience again?

1	2	3	4	5
Definitely Not		Unsure		Definitely Yes

If the World of Work is repeated, would you encourage a colleague to participate?

1	2	3	4	5
Definitely Not		Unsure		Definitely Yes

Based on the World of Work, will you be more concerned about the information your students receive about work?

1	2	3	4	5
Definitely Not		Unsure		Definitely Yes

Is there any interest on your part to be more involved with the Career Education/Handicapped Project as a result of this experience?

1	2	3	4	5
Definitely Not		Unsure		Definitely Yes

Comments:

TABLE 5

Participants' Responses by Item to the

World of Work Evaluation

Item	RATINGS					Average
	1	2	3	4	5	
1	-	-	-	2	6	4.75
2	-	-	-	-	-	5.00
3	-	-	-	1	7	4.87
4	-	-	-	4	4	4.50
5	-	-	1	3	4	4.37

Process Objective #8

Prior to the beginning of the second semester, the Faculty Project Participants having committed to the project component Assistance in Faculty Development will begin to design and implement a series of workshops for the purpose of introducing members of colleges inside and outside the College of Human Development and Learning to concepts of Career Education and Career Education for the Handicapped Child. Participation in such activities will be evidenced by materials disseminated as a function of workshops and logs of participation by individuals involved.

As a result of the Fall Faculty Conference and follow-up luncheon, a group of approximately five faculty participants committed themselves to the development and implementation of activities for the purpose of creating interest and involvement in Career Education for the handicapped on the parts of new faculty within the College of Human Development and Learning and also outside their own college. This group of Faculty Participants chose to fulfill these objectives by designing two seminars for the purpose of inviting new faculty participation in these seminars. Faculty Project Participants, as an outgrowth of personal interests, divided into two groups--one choosing to create and implement a workshop for the purpose of educating faculty in the "World of Work," business and industrial perceptions of education and its role. The other group chose to conduct a seminar to educate new faculty to the "World of Handicapism," sensitization to the handicapped, their liabilities and abilities.

The World of Work - Several different measures were utilized to assess the overall impact of this "World of Work" experience. However, the most obvious criterion of success was the fact that all eight of these educators remained active in this voluntary project until its completion, which lasted about a month.

An "Educator's Opinionnaire," consisting of ten items assessing attitudes toward various aspects of the work world was administered on a pre-post basis. In addition, responses were also obtained from a control group that consisted of eight randomly selected faculty who were originally invited to participate but who did not. The table below presents means and standard deviations for this data.

Means and Standard Deviations for Educators' Opinionnaire For World of Work Group and Control

Group	M	SD
Group A (pre-test)	40.5	5.42
Group B (post-test)	46.25	6.14
Group C (control)	35.25	7.91

Note: High scores indicate positive attitude toward business/industry.

In addition to the assessment of attitude change, faculty participants evaluated the quality of the program. Six of the eight participants rated the experience as an excellent learning experience for themselves. All eight indicated they would be willing to participate again and seven of the eight said they would encourage a colleague to participate in similar experiences. Four of the participants said they were definitely interested in becoming involved with the career education/handicapped project, while the remaining four indicated a lesser interest in becoming involved. This was important, inasmuch as this was one of the original aims of the experience.

There were other behavioral indicators of the effects of the project based on other staff development efforts generated as part of the project.

Activity #2, the "World of Handicapism" conference was held in August of 1979. It was attended by 15 people from the West Kentucky area. Its purpose purpose, as stated in the printed brochure, was primarily to examine issues. There was no formal evaluation done. However, the final report to the Project Director, Dr. Helge, is complete and indicative of a successful conference.

Activity #3, the Career Education Seminar was not evaluated. This was an activity created by Dr. William M. O'Toole and interviews with some of the participants indicates a successful seminar, although no formal evaluation was conducted.

Process Objective #9A

By the beginning of the second semester, 1979, the Project Director and the Curriculum Infusion Specialists will conduct four intensive training sessions in infusing career education into programs for handicapped children with a non-academic orientation for the faculty and practicum students participating in the Center for Innovation and Development Special Recreational Skills Development program as evidenced by workshop agendas, participation list, workshop evaluation report, etc. being on file in the Project Director's office.

Project Objective #9B

During the Spring Semester 1979 (following the training sessions), the faculty and practicum students participating in the Special Recreational Skills Development Program will implement the Career Education/Handicapped Units (as developed in the training sessions) as evienced by progress reports being developed by the faculty members and practicum students and submitted to the Project Director and the Curriculum Infusion Specialists.

Activity #1, Inservice Training Workshop and Activity #2, Special Recreational Skills Development Program, were evaluated as a total Special Recreation activity with a pre- post-test instrument to measure attitude change toward recreation of the MSU students who participated in both activities. While more than 30 students participated, both tests were taken by 25 students.

SPECIAL RECREATION PROGRAM ATTITUDE SURVEY

DIRECTIONS: This survey is statements regarding recreational programs. Before you start the Special Rec program, we would like to determine what your opinion about recreation is. The statements are listed below on the left. In the right column, please circle your response indicating the extent to which you agree or disagree with the statement using the proper code.

1. I STRONGLY DISAGREE with the statement.
2. I DISAGREE with the statement.
3. I have NO OPINION about the statement.
4. I AGREE with the statement.
5. I STRONGLY AGREE with the statement.

	STATEMENTS	CODES				
1.	Play is less important in the education of handicapped individuals than in the education of nonhandicapped individuals.	1	2	3	4	5
2.	It is important that recreational and play opportunities be spontaneous and unstructured for participants to obtain satisfaction.	1	2	3	4	5
3.	Because of their special physical needs, it is best to place handicapped students into special recreational classes.	1	2	3	4	5
4.	Greater attention should be paid to recreational skills because of society's trend to more leisure time.	1	2	3	4	5
5.	The chief benefit of participation in a recreation program is the opportunity for greater physical development.	1	2	3	4	5
6.	The use of standard recreational procedures with the handicapped usually provides the best basis for obtaining success.	1	2	3	4	5
7.	There is a positive relationship between recreation for the handicapped and intellectual development.	1	2	3	4	5
8.	The verbal and language ability of the handicapped generally increase as a result of participation in a recreation program.	1	2	3	4	5

9.	A recreational therapist will have the greatest impact on increasing the social behavior of handicapped students participating in a recreation program.	1	2	3	4	5
10.	Learning about the role of citizens is a goal of a recreational program.	1	2	3	4	5
11.	Learning about improved body posture is a goal of a recreational program.	1	2	3	4	5
12.	A physician is in the best position to help handicapped individuals examine their nutritional needs.	1	2	3	4	5
13.	It is best to be guided by your own standards when planning physical activities for the handicapped.	1	2	3	4	5
14.	A good recreational program with high volunteer enthusiasm is sufficient to meet the leisure time needs of handicapped individuals.	1	2	3	4	5
15.	A handicapped individual who participates in a recreation program generally learns decision-making as a result of participation in the program	1	2	3	4	5

TABLE 6

Spring 1979 Special Recreation Program - Evaluation

	Pre-Test	Post-Test	t
Mean	3.62	4.88	2.87*
Standard Deviation	.80	.57	

*Significant at .01 p

N = 25

The pretest was administered before the Inservice Workshop and the posttest was administered after the Special Recreation program ended (see Attitude Survey Form, below). Results of the pre-post test is in Table 6.

The t-score in Table 7 indicates a strong attitude change in the students participating in the Special Recreation program.

Process Objective #10

During the Spring Semester 1979 (following initial meeting), the faculty and practicum students participating in the Murray State University Mini-University Project will implement the Career Education/ Handicapped objectives outlined in their course syllabi, as evidenced by progress reports being developed by faculty members and practicum students and submitted to the Project Director, and by detailed lesson plans or instructional observations by the Project Director and the Curriculum Infusion Specialists.

There were preliminary activities culminating with the final activity being the Mini-University itself.

The evaluation consists of quality check forms completed by both the young students who participated in the program and by their parents. Please see forms with results reported below, followed by parents' comments.

TO: . Parents of Students Particpating in Mini-University

FROM: Jan Roberson

Dear Parent:

We are delighted your child could participate in Mini-University. To evaluate and help improve the classes and program, we need to have feedback from you. Please take a few minutes to fill out this questionnaire. Your comments are appreciated and carefully considered. Please return to your child's teacher as soon as possible.

1. Name of the class your child attended:_____
_____

2. This choice was the:
36 first
9 second
3 third

3. How many times did he/she attend?_____

4. Was your child eager to attend the class?
0 never
3 sometimes
44 always

5. The class helped: (check one or more)
33 (a) provide a new interest
13 (b) enhance a new interest
10 (c) provide a new skill or talent
4 (d) enhance a skill or talent

6. Did your child: (check one or more)
44 (a) share his experience with the family
7 (b) find out something about him/herself
9 (c) find out about the world of work and careers
9 (d) change his attitude about something

7. Would you rate the Mini-University:
0 no value
4 uncertain
44 definitely worthwhile

8. Scheduling arrangements: was the way Mini-University conducted this spring:
36 very good
12 uncertain
0 poor

9. Would you recommend continuation of Mini-University?
45 yes
3 undecided
0 no

10. Comments:

TO: Students participating in Mini-University

FROM: Jan Roberson, Coordinator

Dear Student,

We are happy that you are able to be part of Mini-University. In order to make Mini-U even better, we would like to know what you thought about it. Please take a few minutes to answer these questions. Your answers are very important to us. Please return this to your teacher when you are finished.

1. Please list the name of the class you attended:
_____

2. Did you enjoy your class?
58 very much
5 sometimes
0 not at all

3. Did you learn new things in your class?
60 yes
3 sometimes
0 no

4. Did you learn new things about yourself?
38 yes
8 sometimes
16 no

5. Some of the things I liked about Mini-U (check one or more:)
38 I met students from other schools
42 My teacher did things I like
51 I did new and exciting things
36 It was fun being at the university campus
14 Other (specify)_____

6. I did not like (check one or more):
0 Class was boring
1 The class was too long
28 The class was too short
1 Other (specify): (long walk in the rain)
39 Nothing was bad.

7. If one of your friends asked you if they should sign up for Mini-University, what would you tell them?
56 yes
7 undecided
0 no

8. Would you sign up for another Mini-University class if it were offered again?
55 yes
8 undecided
0 no

PARENTS' COMMENTS

Tina Hudson enjoyed the course very much.

My child was very eager to attend the courses and disappointed that she couldn't take more than one course.

I feel this experience provided good exposure in some unique areas for the children in our school system.

I feel this experience provided a new exposure for the kids from our school system.

I would like to see each student participate in more than one class, perhaps lasting until noon. Melody felt a little depressed over the choices she had to pass by in order to put Drama as her first choice; crafts, for instance, which she loves. But I feel she had a very satisfying experience.

It was a very good experience.

This was a very good experience for my daughter. I think she enjoyed it more than any thing she has ever done in school.

We enjoyed being able to take him to the school instead of having to go all the way into town. We feel that he not only learned from the experience but enjoyed the learning experience. We're recently moved here from an area where very few experiences were available. Thanks again for providing this for our son.

It seemed like a fine program. Transportation was handled well. My daughter was disappointed with the class she attended; but it might have been more interesting for her in another class.

I definitely think it was a very good idea--I would like my child to attend again next year. If possible, offer more classes. My child thoroughly enjoyed and looked forward to each Saturday.

I feel that it was very good for many reasons: (1) builds responsibility as to instructions about bus; (2) helps them learn on their own to find the place they needed to go. I appreciate the use of the university buildings and people.

My daughter really enjoyed her classes at Mini-University. If at all possible, would like to have them continued; perhaps on multiple classes of several interests. Also, maybe a summer program.

Jeff really enjoyed this.

I would like to see more of these classes; I think they're very good.

I was glad Julie was able to attend. We just wish that she could have attended some of the others also.

My son Billy enjoyed Mini-University and he looks forward to going again sometime in the future.

I hope these Mini-University classes are continued! My daughter enjoyed them very much and I'm sure all the kids would too. The next time they're there, I'm sure that she'll be ready to sign up again. I only hope that the kids that didn't get to go this time will get a chance to go.

I would like to see this program extended to include the third grade. I think the first and second grades could be included in P.E., Art, or Music programs. Murray State is a great place for all students to become involved with other students and interests.

Our daughter enjoyed her class. She thought the teacher was very helpful, understanding and personality-wise, "super." She enjoyed learning about outdoors. The bus affair was excellent. This provided the children time to associate and exchange their ideas about his/her class. I believe this was an excellent program and should be offered next spring.

Excellent.

Process Objective #11

By March 15, 1979, the Management Information System will be updated with information regarding FY 1978 project participant needs and will be modified to include needs identified by field-based practitioners as evidenced by dated printout of MIS file in Project Director's office.

The Management Information System is utilized by several participants. The evaluation is accomplished by talking with those who use the system.

In conclusion, the Career Education/Handicapped Project at Murray State University is a viable and ongoing venture. The staff is competent and well directed. The project is recognized across campus as a valuable enterprise and all indications are that this second year has exceeded the first in accomplishment.

CHAPTER IV

DISSEMINATION ACTIVITIES

Introduction

Dissemination activities conducted during the first half of the 1978-1979 project year are detailed in this section of the project report. These activities include audience and/or conference presentations, publicity materials, informational materials, and products developed as a result of or in conjunction with project participation. Whenever possible, copies of dissemination materials have been included.

The Murray State University Career Education project is totally unique in that its function is to create an alternative process for the introduction of the infusion method of teaching career education for the handicapped into the public schools. Rather than take a traditional approach to this process (i.e., sending project staff to local school districts to conduct career education in-service), the MSU project is attempting to create total systemic change by introducing teacher educators on the university level to the concepts of infusion of career education for the handicapped. Project staff members have designed activities to educate university faculty in the area of career education with the intention that they will, in turn, implement career education related activities in their teacher education curricula. Necessarily, new and innovative techniques for the creation of faculty interest and development of faculty expertise have been utilized. These fall into the following three areas:

AREA 1 - Activities designed to provide university faculty with the information necessary for the implementation of career education for the handicapped on the pre-service level.

AREA 2 - Activities designed to permit university faculty and their students the opportunity for "hands-on" preservice experiences in infusing career education for the handicapped (e.g., field-test sites).

AREA 3 - Activities coordinated through individual university departments sponsored by the Career Education/Handicapped Project for the purpose of direct career education in-service to public school personnel.

As an outgrowth of these unique processes, dissemination materials have taken on multi-functions. Many of the materials used during the 1978-1979 year assumed one or more of the following functions:

A. Specially designed materials distributed to project and activity participants to aid them in the implementation of Career Education/Handicapped infusion in their individual curricula or areas of expertise.

B. Materials developed as a product or an outgrowth of involvement in a particular activity conducted as a part of Career Education/Handicapped 1977-1978 project year.

C. Materials used for educating the public and interested professionals in the unique processes designed to implement the Murray State University Career Education/Handicapped Project. (Although copies of all materials in Groups A and B have been utilized for this purpose, only totally unique materials are listed in Figure B, under Function C Areas 1, 2, and 3.)

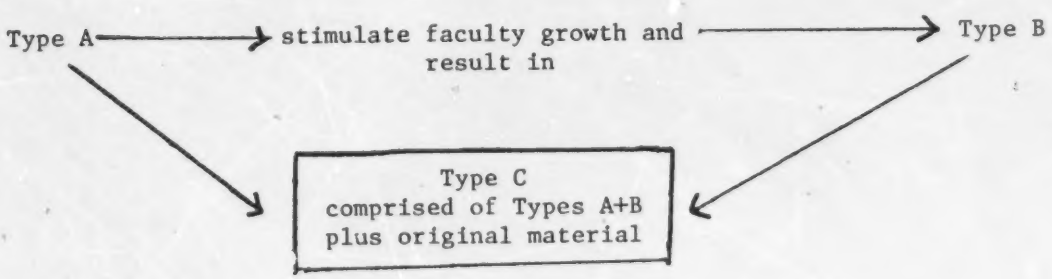

Figure A. Dissemination materials.

Function/Materials for Dissemination	Materials Related to the Following Areas of Thrust		
	Area 1	Area 2	Area 3
A. To distribute to activity participants to aid them in the implementation of CE/H infusion in their individual curricula or areas of expertise.	Items: (1-12), 14, (16-18), 20, 22-29, 43	Items: 29, 30, 34, 35, 36, 37, 38, 31	Items: 21, 43
B. Developed as a product or outgrowth of involvement in a particular activity conducted as a part of the CE/H project year.	Items: 22 (Faculty Modules abstracted, Appendix A)	Sample CE/H Recreation Skills Dev. Lesson Plans	
C. Used for educating the public and interested professionals to those unique processes designed to implement the MSU CE/H project.	Items: 1, 2, 3, 13, 15, 41, 48, 25	Items: 26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 41	Items: 41, 20, 21

Figure B. Dissemination materials--function and thrust.

Index of Materials Used for Dissemination Purposes

All items have been numerically indexed and placed under a general heading. The general heading denotes the activity to which any material relates. It should also be noted here that following completion of this report, a general Project Model, a Users-Adopters Manual, interrelating all project components will be designed with the express purpose of educating any interested parties in unique project processes.

Following each general heading is a reference to the activities section of this report. Each general heading is coded to the appropriate process and/or performance objective as outlined in that section.

A core of materials was developed to provide direction for Career Education Project participants and staff. The following materials were used for this purpose in conjunction with the Special Recreational Skills Development Program, the Fall Faculty Conference, inservice related activities and the majority of other activities.

These are listed only once with an asterisk*.

*Kentucky Career Education Goals--based on Kentucky House Bill 70--Career Education Act--as adapted for use in the MSU Career Education/ Handicapped Project.

*Basic Career Education Processes--based on Chapter 5--Resources for an Instructional System--of A Handbook for the Preparation of Educational Personnel in Career Education, by E.J. McCormack, L.J. Pool, and D.V. Tiederman, 1976; as adapted for use in the MSU Career Education/ Handicapped Project.

INDEX

Individual Conferences Preceding Fall Faculty Conference - Process Objective #2

1. Model for Participation in Career Education/Handicapped Personal Professional Growth Efforts

2. Letter to Faculty Project Participants Outlining Designated Avenues for Involvement

3. Formal Invitation and Agenda for Fall Faculty Conference

4. Reminder of Conference

Fall Faculty Conference - Process Objective #3

5. Zachmanoglou, Maria. Defining Handicapping Conditions. Adapted and compiled from Reynolds & Burch, Teaching Exceptional Children in All America's Schools, 1975; and Smith & Neisworth, The Exceptional Child, 1975.

6. Public Law 94-142, Section 504. Ballar, J., Government Relations Unit, The Council for Exceptional Children.

7. Phelps, L.A. & Lutz, R.J. Career education and preparation for the special needs learner. Boston: Allyn & Bacon, 1977.

8. Model for Instructional Module Development, project staff.

9. Career Education Instructional Module, Dr. Steven Shechtman, Department of Child Studies, Murray State University.

10. Roberson, J., & Zachmanoglou, M. Murray State University Educational Service Questionnaire, 1978.

11. Diagram, Career Education Infusion Strategies, 1977.

12. Career Education Infusion Strategies, 1977.

13. Press Release re: Fall Faculty Conference.

Needs Assessment and Contacting Public School Personnel - Process Objective #4

14. Roberson, J., and Zachmanoglou, M. Murray State University Educational Service Questionnaire, 1978.

15. Career Education for the Handicapped Project Packet:
--Special Recreation Brochure
--Basic Career Education Processes
--Kentucky Career Education Goals
--Mini-University article as later seen in Dimensions
--1977 FY Career Education Project Newsletter

Delivery of Inservice to Public School Personnel - Process Objective #5

16. Course Descriptions offered via the Career Education/ Handicapped Project

17. Course Requirements for course offerings

18. Materials relating to Work-Study Visit

Personal Professional Growth Activities - Process Objective #6

19. Faculty Modules (abstracts)

20. World of Work Materials (Holcomb, Thomas, & O'Toole, William M.)

21. Conference Materials: Early Childhood Conference

Assistance in Faculty Development - Process Objective #6

22. World of Work Materials, Ibid. #20

23. Game, "Find the Infusions," William M. O'Toole

24. "Add-On or Infusion?", William M. O'Toole

25. World of Work Press Release

Special Recreational Skills Development Project - Process Objectives 8A-8B

26. Brochure

27. Article: Dimensions

28. Article: PEP Newsletter

29. Training Manual

30. Career Education Lesson Plan Guides

31. Video-Tape, Jake Postma

Mini-University

32. Mini University Brochure

33. News releases: two

34. Editorial Comment, Judith A. Maupin

35. Memos to instructors of Mini University courses

36. Description for parents and public school personnel of Mini University

37. O'Toole, W.M. - The Story of Mini University: How to Provide an Enriching Experience for Young, Old, and In-Between (rough draft)

Management Information System - Process Objective #10

38. General Article: Dimensions

39. General Article: Special Education Briefing

40. Comprehensive Review of Systems

General Dissemination Materials

41. Career Education Infusion Newsletter

42. Conference Presentation Abstracts - St. Louis CEC

43. Comprehensive Materials Collection

44. Slide Presentation

45. Calendar and Abstract

46. Article: Dimensions General Career Education/Handicapped Project Information

47. Article: Dimensions, Commentary, William M. O'Toole, Ph.D.

48. Article: Special Education Briefing (Ibid., #39)